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ABSTRACT

The Early School Self-Concept Inventory (ESSCI) was developed for use in grades one, two and three, or ages approximately six through eight years. It consists of forty brief questions, each requiring "yes" or "no" answers. Testing time is generally 15-20 minutes for an average classroom size group. The ESSCI yields a set of four scale scores: peer relations, school adjustment, home and family interaction, and self-esteem. Norms are based on a sample of 459 primary school children, representative of a large urban Canadian School System. Reliability data are presented in terms of homogeneity and stability. Validity data are based on the administration of five scales of the Early School Personality Questionnaire and a modified version of the How I See Myself scale to the original sample of students. In addition, teachers provided ratings of each student along six dimensions of self-concept. (Author/BK)

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REPORT

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MANUAL FOR THE

EARLY SCHOOL SELF CONCEPT INVENTORY

Grades 1-3 (6 to 8 years of age)

Elementary Form 1977 Edition

OCTOBER, 1977

EDMONTON PUBLIC SCHOOLS 10010-107A AVENUE

MANUAL FOR THE

EARLY SCHOOL SELF CONCEPT INVENTORY

Grades 1-3 (6 to 8 years of age)

Elementary Form 1977 Edition

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I. INTRODUCTION

The *Early School Self-Concept Inventory* results from recent developments in the areas of self theory, personality assessment, and test theory concerning structured personality test construction (Jackson, 1967, 1970, 1971). While the importance and pervasiveness of self-concept in both psychological theory (Development, Personality, Abnormal) and practice (Educational Research, Clincal Diagnosis) has been well documented (Wylie, 1974), the absence of an adequate measure of self-concept for early primary grade children has precluded the effective investigation and utilization of this construct at a critical developmental stage. In order to overcome this deficit, the *Early School Self-Concept Inventory* has been developed, providing a structured measure of self-concept which combines a concise and convenient format with the properties of reliability and construct validity.

II. NATURE OF THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

The *Early School Self-Concept Inventory* (ESSCI) was developed for use in primary Grades One, Two and Three or ages approximately six through eight years. It is available in one form at present for use with both males and females. The ESSCI consists of forty items divided into four ten-item scales. Each item is in the form of a brief question that is answered either "yes" or "no". The ESSCI is conveniently administered in groups or individually. Testing time is generally 15 - 20 minutes for an average classroom size group. Answer sheets appropriate for early primary grade students have been designed and may be easily and efficiently hand scored.

III. DESCRIPTION OF THE *EARLY SCHOOL SELF-CONCEPT INVENTORY* SCALES

The focus of the *Early School Self-Concept Inventory* is upon normal functioning rather than upon psychopathology. The ESSCI yields a set of four scale scores, each representing a broad dimension of self-concept in areas relevant to early primary grade children. These dimensions, identified as *Peer Relations*, *School Adjustment*, *Home and Family Interaction*, and *Self-Esteem*, are rooted in self theory and generally convergent definitions of self-concept (Rogers, 1951; Coopersmith, 1967; Coller, 1971; Byrne, 1974). In addition to scores on each of the scales, a total *Self-Concept* score may be computed by adding all of the scales.

Definitions of the four scales are given in terms of a description of high scorers on each scale:

1. *Peer Relations* (PE) - The high scorer tends to perceive him/herself as well-liked, trusted and respected by a number of friends. He/she sees him/herself as an equal or superior to his/her friends in terms of intelligence, appearance and games playing.
2. *School Adjustment* (SK) - The high scorer tends to report satisfaction, acceptance, diligence, and lack of fear in the classroom situation. He/she tends to express openly a desire to go to school and no desire to stay home and generally does not find the workload overwhelming.
3. *Home and Family Interaction* (HO) - The high scorer tends to perceive his/her parents as respectful of his/her abilities and as caring and interested in him/her at school as well as at home.

4. *Self-Esteem (SE)* - The high scorer tends to feel secure and successful in relationships with significant others. He/she tends to report lack of the following: feelings of loneliness, feelings of persecution (i.e., of being "left out" or "picked upon"), and the fear of peers or of being alone.

Table 1 identifies the items that represent each of the four self-concept dimensions.

IV. CONSTRUCTION OF THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

The details of the construct approach to structured personality test development may be found in Jackson (1967, 1970, 1971). Utilizing the construct approach, a team of five independent item writers compiled a pool of over five hundred items based on a substantive definition of the variable arrived at after a careful review of the existing theoretical and empirical literature. Major antecedents, correlates and situational determinants of self-concept, as identified in the extant literature, figured prominently in item creation.

The items were matched and edited and subsequently reviewed by reading specialists. Ninety items resulted from this process, which, in addition took into consideration psycholinguistic guidelines, suppression of sources of stylistic and method variance, and the requirements of convergent and discriminant validity at the item level.

The retained ninety items were then administered to 637 Grade One, Two, and Three students (approximately six to eight years of age) chosen to represent a variety of ethnic and socioeconomic backgrounds in a large urban school district. (Population: 500,000) Responses to the items were then examined in a variety of ways. Items with extreme endorsement proportions were eliminated. A modification of Jackson's (1967) differential reliability index was employed to select only items which correlated

highly with the appropriate scale and no other. That is, an attempt was made to maximize the reliable relevant content-saturated variance. In addition to the sequence of item analyses, item factor analyses were conducted at each step. This procedure enabled an evaluation of the contribution of each item to the factorial structure of the instrument.

As a result of the various analyses, the ninety items were reduced to the forty items which represent the final form of the ESSCI. This instrument was administered to the original sample group. As a result of missing data resulting from the test-retest administration responses, only 459 children were analyzed. All tables reported in the manual are based on the data analyses performed on the 40 item ESSCI administered to these 459 students.

Table 2 indicates the loadings of items on the factors extracted by a principal factor extraction procedure. As an indication of the adequacy of the final solution, the average factor loadings in the factor pattern matrix of items on the appropriate factor is .272, while the average loading of irrelevant items is only .051. Finally, Table 3 provides the factor intercorrelations among the four factors.

V. ADMINISTRATION OF THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

The ESSCI has been designed for group administration in a classroom setting in Grades One, Two, and Three (ages six to eight years) near the end of the school term. Before administering the ESSCI, the examiner should familiarize him/herself with the Examiner's Instructions and the items in the inventory itself. Administration involves reading each item aloud to the group being tested while each child marks his/her response

on the answer sheet provided. It should be emphasized that there are no time limits imposed for administration of the ESSCI. Generally, the length of time required is 15 to 20 minutes, depending upon the age and attentiveness of the children. It is important that all respondents answer all questions.

The ESSCI was both developed and standardized in group-administration, classroom settings, under conditions described in the Examiner's Instructions. The norms reported in this manual are appropriate only if the examiner adheres to the procedures outlined therein.

VI. SCORING PROCEDURE FOR THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

The ESSCI is easily hand scored. One scoring template is provided. The scoring procedure involves lining up the scoring template with the edges of the answer sheet and counting the responses for each scale. Items on each scale have been carefully arranged to facilitate efficient visual inspecti nd scoring.

When the scoring template has been aligned with the answer sheet, the number of marks appearing through the template for each scale are counted and recorded at the bottom of the answer sheet in the space provided for the appropriate scale. The total *Self-Concept* (SC) score is merely the sum of the four ESSCI scales. With some practice, answer sheets for an average size class can easily be scored in an hour or less.

When raw scores have been obtained, they may be compared to the raw score means in Tables 4 or 5, or they may be converted to T scores or percentiles which are found in Tables 6, 7, and 8. Norms found in Tables 5, 6, 7, and 8 are organized on a grade basis. While these norms are only preliminary at this time, a sufficiently large sample has been tested to indicate that they are relatively stable.

It should be noted that the hand scoring method provides an opportunity for an initial scanning of the answer sheet to detect any irrelevant response patterns. For example, some children may, because of lack of motivation, mark all the "yes" spaces or attempt to make a pattern on the answer sheet. Indications of any irrelevant response patterns will, of course, invalidate the answer sheet. By carefully following the Examiner's Instructions for administration of the ESSCI, many such problems can be avoided.

VII. NORMS FOR THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

The norms for the final 40 item ESSCI are based on a sample of 459 Grade One, Two, and Three students, ages six to eight years. The population was chosen to be representative of a large urban Canadian school system, with children from both inner city and suburban schools, open area and traditional classrooms, wide variety of ethnic backgrounds, socioeconomic status, etc.

VIII. RELIABILITY OF THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

Generally, reliability in structured personality measurement refers to two components, homogeneity and stability. Because of the use of the construct approach to item creation and the sequence of item analyses and item factor analyses employed to retain final items, it might be expected that homogeneity estimates would be high. On the other hand, efforts to retain a convenient and brief measure necessarily required shorter scales

than would be ideally desirable, as the evidence for increase in homogeneity estimates with increase in number of items is well known (Gulliksen, 1950; Nunnaly, 1967). Even so, with scales of only ten items each, homogeneity estimates, in the form of Cronbach's (1951) co-efficient alpha were respectable. These ranged from .45 for the *Home and Family Interaction* scale to .65 for the *Peer Relations* scale. The average homogeneity estimate, .55, slightly exceeds the average homogeneity estimate for the scales of the Early School Personality Questionnaire (ESPQ: IPAT, 1972), a personality inventory constructed for an equivalent population with respect to age. The homogeneity of the full scale *Self-Concept* score is .78, which compares favorably with indications of the fidelity of measurement reported for other instruments directed at the specified population.

With respect to the stability of the ESSCI, a preliminary study was conducted in which the original sample of students was administered the final form of the inventory. Scores derived from the items constituting the final scales were computed and correlated with scores on the second administration. The interval between test administrations was approximately two months. While the stability co-efficients are generally only modest, ranging from .37 to .46 on the four scales and .56 on the full self-concept scale, a number of factors have obviously made a contribution. First, because of the fact that scores for the first administration were derived from responses to items embedded in a large item pool, the reliability of the retained items could be expected to be attenuated. Second, the stability co-efficients generally increase from Grade One to Grade Three. For example, the stability co-efficients for the peer relations scale are .25 for Grade One and .63 for Grade Three. It is evident that the components of *Self-Concept* that refer especially to *Peer Relations* and

School Adjustment may change dramatically over a two month period for Grade One students. In this case, then, the stability of the scale scores would not be expected to be more than modest. Additional studies are planned which will investigate the stability of ESSCI scores over shorter time periods. However, it is still likely that Grade One students may be more susceptible to relatively rapid changes in their perceptions and evaluations of the components of *Self-Concept* measured by the ESSCI.

IX. VALIDITY OF THE *EARLY SCHOOL SELF-CONCEPT INVENTORY*

The validity of any personality inventory, but especially in the area of self-concept (Wylie, 1961, 1974), has become an increasingly important component in test evaluation (Loevinger, 1957; Campbell and Fiske, 1959; Cronbach, Rajaratnam & Gleser, 1963). In order to demonstrate in a preliminary fashion the construct validity of the ESSCI, measures were taken from the original sample of children designed to provide indications of traits which theoretically should be related to self-concept (convergent validity) as well as traits which theoretically should be unrelated to self-concept (discriminant validity). For purposes of evaluating the validity of the ESSCI, students in the original sample were administered five scales of the Early School Personality Questionnaire (ESPQ; IPAT, 1972), and a modified version of the "How I See Myself" scale (HISM; Gordon, 1968). In addition, teachers provided ratings of each student along six dimensions of self-concept. Table 9 presents construct validity co-efficients for the four scales of the ESSCI as well as the full *Self-Concept* score.

This preliminary investigation of the construct validity of the ESSCI indicates encouraging results. Although empirical investigation of the correlates of the ESSCI is not extensive as yet, additional studies should

provide further indication of the construct validity of the measure.

As is evident in Table 9, the ESSCI is moderately related to the HISM scale with the exception of the *School Adjustment* scale. More interesting, however, are the correlations with the ESPQ scales. The ESSCI correlates well with Factor C, Emotional Stability. Manifestations of positive self-concept are thus associated with stability and social maturity. As another indication of convergent validity, the ESSCI correlates well with Factor H, Sociability. That is, positive self-concept is related to spontaneous interaction with people. Finally, the ESSCI is negatively correlated with Factor O, Anxiety.

With respect to discriminant validity, Table 9 illustrates the general lack of relation between Facton N, Shrewdness, and the ESSCI. It has been suggested that the high N scorer is not likely to appear more mature in respects other than being more opportunistic. This may account for the moderate negative correlation between the ESSCI *School Adjustment* scale and Factor N. Finally, the ESSCI is moderately correlated with Factor F. But, more importantly, the ESSCI scales *School Adjustment* and *Home and Family Interaction* share almost no variance with this assertiveness factor. While enthusiasm and assertiveness may reflect good peer relations and positive self-esteem, it is likely that such characteristics should be unrelated to *Home and Family Interaction* and *School Adjustment*, where they are liable to be misperceived by adults.

The teacher ratings were calculated on the basis of the Teacher Rating Form (Appendix 2). As expected, teacher ratings are only moderately positively correlated with all scales of the ESSCI.

X. INTERCORRELATIONS OF ESSCI SCALE SCORES

Table 10 presents the intercorrelations of ESSCI scale scores. Preliminary indications are that each of the four ESSCI scales shares a good proportion of the variance in the self-concept construct but that each scale measures a distinct dimension of the construct.

XI. SUMMARY

In the development of the ESSCI, attention was focused primarily on the construct validity of the instrument and preliminary findings are very encouraging. Internal consistency estimates, as well as the basic multidimensional structure of the construct (as determined factor analytically), are equally promising. In general, the authors feel confident that the ESSCI is a good structured measure of self-concept and fills a noticeable void in terms of available instruments for use with early primary-grade children. At the same time, as with any new instrument, a certain degree of caution should be exercised when interpreting findings in studies involving the ESSCI. It is still to some extent at an experimental stage. Several studies are about to be undertaken by researchers at the Edmonton Public School Board which will involve further evaluation of construct validity as well as validation in terms of various appropriate criterion groups. Results of these investigations will be made available when they are completed.

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TABLE I

Items That Represent Each of
the Four Self-Concept Dimensions

Dimensions	Items
Peer Relations (PE)	3, 7, 11, 15, 19, 23, 27, 32, 36, 40
School Adjustment (SK)	1, 5, 9, 13, 17, 21, 25, 29, 33, 37
Home & Family Interactions (HO)	2, 6, 10, 14, 18, 22, 26, 30, 34, 38
Self Esteem (SE)	4, 8, 12, 16, 20, 24, 28, 31, 35, 39

TABLE 2

Factor Loadings of ESSCI Items
(Items Organized by Subscale)

Scale	Item	Peer Relations I	School Adjustment II	Home & Family Interaction III	Self Esteem IV
Peer	3	53*	-04	00	-04
Relations	7	36*	-16	13	10
(PE)	11	35*	-03	25	06
	15	68*	12	06	-19
	19	24	14	24	-22
	23	41*	-05	-09	10
	27	-01	16	13	01
	32	32	01	-04	-02
	36	58*	10	-14	-06
	40	29	02	24	-06
School	1	-06	53*	10	03
Adjustment	5	41*	02	30	-06
(SK)	9	36*	07	-02	10
	13	01	05	45*	04
	17	04	26	-05	06
	21	-15	66*	06	03
	25	03	02	26	20
	29	03	41*	-07	27
	33	03	48*	-04	03
	37	10	23	-06	31
Home &	2	00	10	-13	34
Family	6	-18	15	11	04
Interaction	10	-02	08	05	20
(HO)	14	00	15	-14	36*
	18	-03	06	15	28
	22	13	08	27	05
	26	07	-12	45*	12
	30	00	09	61*	-19
	34	03	04	56*	-15
	38	03	03	06	08
Self	4	11	-03	-13	34
Esteem	8	-02	12	03	15
(SE)	12	-10	-20	27	44*
	16	08	03	-05	33
	20	-07	03	-04	27
	24	39*	-14	00	-01
	28	40*	-07	04	-05
	31	05	20	17	13
	35	-01	-18	28	40*
	39	-01	01	-03	43*

* Loadings of 35 or higher (decimals omitted).

TABLE 3

Intercorrelations of the ESSCI Factors

	Factor I	Factor II	Factor III	Factor IV
Factor I	--	19	34	39
Factor II		--	19	35
Factor III			--	21
Factor IV				--

Note: Decimals have been omitted. N=459. Principal factor extraction followed by oblimin rotation.

TABLE 4

Means and Standard Deviations of the ESSCI Scales

ESSCI Scale	Mean	Standard Deviation
PE	7.05	2.16
HO	7.44	1.83
SK	7.22	2.15
SE	7.44	1.89
SC	29.17	5.88

N=459

TABLE 5

Means and Standard Deviations of the
ESSCI Scales by Grade

	MEAN	STANDARD DEVIATION
Grade One		
SK	7.342	2.145
HO	7.303	1.641
PE	7.026	1.959
SE	7.408	1.885
SC	29.079	5.314
N=172		
Grade Two		
SK	7.536	2.033
HO	7.826	1.806
PE	6.913	2.418
SE	7.580	1.744
SC	29.855	5.939
N=156		
Grade Three		
SK	6.690	2.242
HO	7.172	2.027
PE	7.276	2.118
SE	7.328	2.106
SC	28.466	6.492
N=131		

TABLE 6

Standard Score (T) and Percentile (%) Equivalents
of the ESSCI Raw Scores: Grade One Norms
(Approximate age - Six Years)

May Administration

Raw Score	SK T	SK %	HO T	HO %	SE T	SE %	PE T	PE %	SC T	SC %	Raw Score
00	17	00	17	00	17	00	17	00	17	00	00
01	17	00	17	00	17	00	17	00	17	00	01
02	34	01	17	00	28	03	17	00	17	00	02
03	33	08	28	03	32	05	29	04	17	00	03
04	37	12	32	05	36	08	37	13	17	00	04
05	40	20	37	13	37	13	41	22	17	00	05
06	43	32	40	30	41	24	45	42	17	00	06
07	47	47	48	51	47	54	49	53	17	00	07
08	48	63	53	74	53	68	53	72	17	00	08
09	56	83	59	93	57	86	59	91	17	00	09
10	64	99	68	99	65	99	67	99	17	00	10
11									17	00	11
12									17	00	12
13									17	00	13
14									17	00	14
15									17	00	15
16									17	00	16
17									17	00	17
18									24	02	18
19									32	05	19
20									34	07	20
21									36	10	21
22									38	13	22
23									40	17	23
24									41	20	24
25									43	28	25
26									45	34	26
27									46	38	27
28									48	43	28
29									49	51	29
30									51	58	30
31									53	63	31
32									54	68	32
33									56	74	33
34									58	83	34
35									61	90	35
36									64	93	36
37									66	95	37
38									70	99	38
39									83	99	39
40									83	99	40

TABLE 7

Standard Score (T) and Percentile (%) Equivalents
of the ESSCI Raw Scores: Grade Two Norms
(Approximate age - Seven Years)

May Administration

Raw Score	SK T	SK %	HO T	HO %	SE T	SE %	PE T	PE %	SC T	SC %	Raw Score
00	17	00	17	00	17	00	17	00	17	00	00
01	17	00	17	00	17	00	28	03	17	00	01
02	26	01	17	00	17	00	32	04	17	00	02
03	31	04	28	03	17	00	36	12	17	00	03
04	36	12	32	04	32	07	40	19	17	00	04
05	39	17	35	10	37	12	42	26	17	00	05
06	42	28	41	25	41	26	45	38	17	00	06
07	45	38	45	39	47	48	49	52	17	00	07
08	50	62	49	56	52	65	53	71	17	00	08
09	56	84	55	80	57	84	58	84	17	00	09
10	64	99	63	99	64	99	64	99	17	00	10
11									17	00	11
12									17	00	12
13									26	01	13
14									26	01	14
15									26	01	15
16									26	01	16
17									26	01	17
18									29	03	18
19									34	07	19
20									36	09	20
21									36	09	21
22									38	13	22
23									39	16	23
24									41	23	24
25									43	25	25
26									44	29	26
27									45	33	27
28									46	33	28
29									47	41	29
30									49	49	30
31									50	54	31
32									52	61	32
33									53	67	33
34									55	74	34
35									58	84	35
36									61	90	36
37									63	93	37
38									66	97	38
39									71	99	39
40									73	99	40

TABLE 8

Standard Score (T) and Percentile (%) Equivalents of the ESSCI Raw Scores: Grade Three Norms (Approximate age - Eight Years)

May Administration

Raw Score	SK T	SK %	HO T	HO %	SE T	SE %	PE T	PE %	SC T	SC %	Raw Score
00	17	00	17	00	17	00	17	00	17	00	00
01	26	02	17	00	17	00	26	02	17	00	01
02	33	07	30	05	26	02	30	03	17	00	02
03	35	07	34	07	32	05	33	05	17	00	03
04	38	17	36	09	36	12	35	09	17	00	04
05	42	28	38	14	40	21	40	21	17	00	05
06	47	47	43	31	43	29	44	31	17	00	06
07	50	57	49	55	48	52	48	50	17	00	07
08	54	76	53	71	52	64	52	67	17	00	08
09	60	91	58	88	56	83	57	84	17	00	09
10	67	99	65	99	63	99	64	99	17	00	10
11									26	02	11
12									29	02	12
13									29	02	13
14									29	02	14
15									29	02	15
16									30	03	16
17									33	05	17
18									34	07	18
19									35	07	19
20									36	09	20
21									38	14	21
22									39	14	22
23									41	21	23
24									44	33	24
25									46	36	25
26									48	45	26
27									49	48	27
28									50	50	28
29									51	55	29
30									52	57	30
31									52	62	31
32									54	66	32
33									56	78	33
34									58	81	34
35									59	84	35
36									60	84	36
37									62	91	37
38									65	95	38
39									70	99	39
40									83	99	40

TABLE 9

Construct Validity (Intercorrelations) of the ESSCI Scales

ESSCI Scales	HISM	ESPQ Factor C	ESPQ Factor F	ESPQ Factor H	ESPQ Factor N	ESPQ Factor O	Teacher Ratings
PE	28	45	22	26	-04	-27	14
HO	16	41	12	30	-14	-32	18
SK	09	38	12	27	-28	-27	21
SE	17	46	35	34	05	-27	19
SC	24	57	28	40	-14	-38	25

Note: Decimals have been omitted.
N=459

TABLE 10

Intercorrelations of the ESSCI Scales

	PE	HO	SK	SE	SC
PE		35	34	46	73
HO			47	34	71
SK				37	76
SE					74
SC					

Note: Decimals have been omitted.
N=459

APPENDIX I

EARLY SCHOOL SELF-CONCEPT INVENTORY (ESSCI)

Examiner's Instructions For Administration of the Instrument

I. INTRODUCTION

The *Early School Self-Concept Inventory* (ESSCI) has been designed for group administration near the end of the Grades One, Two and Three terms. The following directions should be followed for a standardized administration of the instrument. Deviation from these instructions will make the norms inappropriate for the group being tested.

II. MATERIALS TO HAVE AVAILABLE FOR THE TESTING SESSION

The following materials should be checked for quantity and distributed before the testing session begins.

1. Test Manual - one per administrator. The test administrator should be familar with the contents of the manual particularly the administration procedure and inventory questions.
2. Answer Sheets - one per child plus some extras.
3. Pencil and eraser for each child.

III. ADMINISTERING THE TEST

1. Arrange seating so each child will be responding independently.
2. Distribute the answer sheets.
3. Have children complete the requested information at the top of the answer sheets.

   Say:
   Print your name, age, school, grade, teacher and today's date which is _____ on the top of your answer sheet. Circle whether you are a boy or girl.

   Pause.

   Are there any questions?

4. Now explain to the children the purpose of the inventory. Say:

I am going to read you some questions and I would like you to answer them. This is not a test to find out how smart you are or how much you know, but just to find out the way you think about some things. It is very important that you think about the question and answer it just the way you feel.

Now, when I read the question I want you to think about whether you will answer "YES" or "NO". If your answer is "YES", then I want you to mark the BOX for that question. If your answer is "NO", then I want you to mark the BALL for that answer.

Let's try a practice question without marking the answer sheet. Everyone put down your pencil. Here's the first question.

ARE YOU A BOY?

How many answer YES?
Where would your answer go if you were marking the answer sheet? BOX
How many answer NO?
Where would you answer go if you were marking the answer sheet? BALL

Now I'll begin to ask the questions and you will mark your answer sheet. You can see that there are some pictures above each column of boxes and balls and beside each row of boxes and balls. I will tell you where to put your answer by telling you the pictures to look at. The first answer goes under the STAR and next to the APPLE. There should be no talking as we do this set of questions. Here's the first question.

5. Begin reading each inventory question, p. 24. Repeat each question twice. Check constantly that all students are responding and marking their sheet correctly.

6. Read each question twice at an easily maintained pace for the class.

7. This inventory does not have a set time limit. However, generally the length of time required for administration is 15 to 20 minutes.

8. At the conclusion of the testing period collect all answer sheets and scan to ensure they have been properly marked.

EARLY SCHOOL SELF-CONCEPT INVENTORY

For Use with Six to Eight Year Olds

1. Do you like going to school?
2. Do your parents get angry with you?
3. Are you as smart as other kids?
4. Do other kids make fun of you?
5. Does your teacher think you are smart?
6. Do you like your parents to be out when you are at home?
7. Do you have a lot of friends?
8. Do you wish you could change the way you look?
9. Is your school work easy for you?
10. Do you wish you and your family would move someplace else?
11. Do other kids like you?
12. Are you afraid to be alone?
13. Do you work very hard in school?
14. Do you sometimes feel like running away from home?
15. Do your friends think you are smart?
16. Are you afraid of some kids at school?
17. Do you like where you sit in class?
18. Do your parents laugh at the things you make?
19. Do your friends ask you for help with things?
20. Do you worry about whether other people like to be with you?
21. Do you wish you could stay home from school?
22. Do your parents listen to you?
23. Are your friends better at games than you are?
24. Can you run faster than most kids?
25. Does your teacher have to yell at you a lot?
26. Do your parents let you help them with things?
27. Do you like watching TV better than playing with your friends?
28. Do you know how to fix things when they break?
29. Does your school work make you tired?
30. Do your parents care what happens to you in school?
31. Are you a bad printer?
32. Do your friends let you borrow their toys?
33. Do you hate to read to the rest of the class?
34. Do your parents care what you do?
35. Do you cry when someone makes fun of you?
36. Do you think you are as good-looking as your friends?
37. Do you forget things that you learn in school?
38. Do you want to be just like your parents when you grow up?
39. Do you feel lonely a lot of the time?
40. Do you get asked to go to parties?

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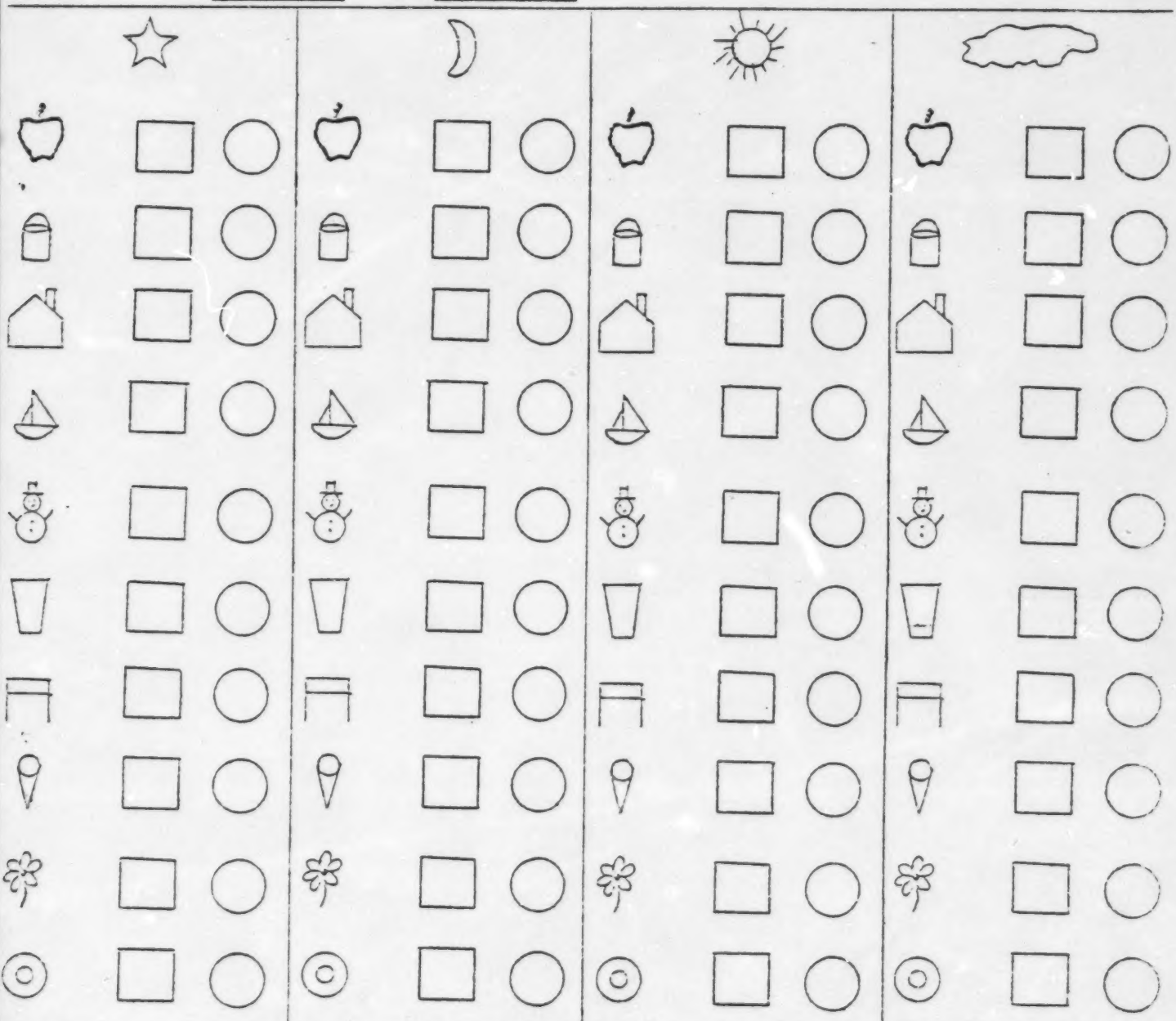
EARLY SCHOOL SELF-CONCEPT INVENTORY

NAME _____ GRADE _____

AGE _____ TEACHER _____

SCHOOL _____ DATE _____

BOY _____ GIRL _____



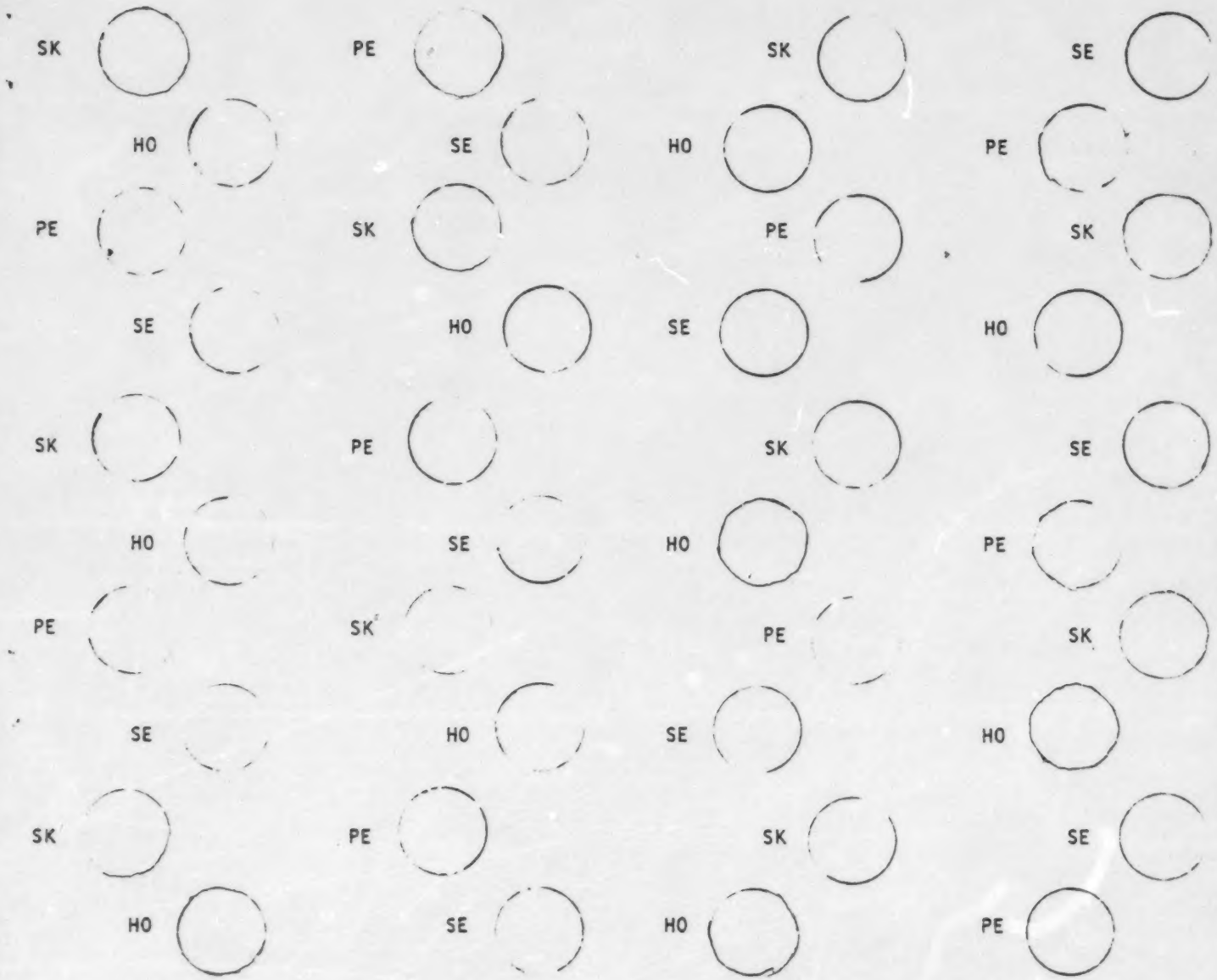
DO NOT MARK IN THIS SPACE

SK		HO		PE		SE		SC	

EARLY SCHOOL SELF-CONCEPT INVENTORY

SCORING KEY

ELEMENTARY FORM - 1977 EDITION



APPENDIX 2

TEACHER RATING FORM
USED IN ESSCI DEVELOPMENT

STUDENT NAME _____

GRADE _____

DATE _____

PLEASE RATE EACH STUDENT ON THE FOLLOWING SIX SCALES. EACH OF THE SIX SCALES ASSESSES A DIFFERENT ASPECT OF THE STUDENT'S SELF-CONCEPT. EACH SCALE IS A CONTINUUM COMPOSED OF FIVE POINTS. USE THE FOLLOWING DESCRIPTIONS OF THE POINTS TO MAKE YOUR JUDGEMENTS:

1 - NOT AT ALL
2 - SLIGHTLY
3 - MODERATELY
4 - VERY
5 - EXTREMELY

1. HOW POSITIVE ARE THE STUDENT'S FEELINGS ABOUT HIMSELF? _____
2. HOW MUCH HAS THE STUDENT PROGRESSED TOWARD SELF-SUFFICIENCY? _____
3. HOW INVOLVED DOES THE STUDENT USUALLY BECOME IN HIS TASKS? _____
4. HOW OPEN IS THE STUDENT TO NEW EXPERIENCES? _____
5. HOW WELL DOES THE STUDENT RELATE TO OTHERS? _____
6. HOW AWARE IS THE STUDENT OF HIS SELF (PERSONAL QUALITIES AND SHORTCOMINGS)? _____